

TEACHING VOCABULARY THROUGH Pictionary GAME TO THE FIRST GRADE OF SMPN 1 WAY TUBA

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan pada kemampuan kosa kata siswa setelah penerapan teknik *pictionary game*. Jenis penelitian ini adalah kuantitatif. Sampel penelitian ini adalah 17 siswa tingkat pertama SMPN 1 Way Tuba. Test kosa kata digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan kosa kata siswa setelah penerapan teknik *pictionary game*. Dengan ini dapat disimpulkan bahwa teknik *pictionary game* dapat membantu siswa mengingat kosa kata dengan lebih mudah dengan cara menebak kata melalui gambar.

This study was aimed at finding out whether there was an improvement of students' vocabulary achievement after the implementation of pictionary game technique. This research was quantitative. The subjects of this research were 17 students at the first year of SMPN 1 Way Tuba. A vocabulary test was administered as the instrument of this research. The result showed that there was an improvement of students' vocabulary achievement after the implementation of pictionary game technique. This suggests that pictionary game technique facilitates the students to acquire the vocabulary more easily.

Keywords: game, pictionary, vocabulary.

INTRODUCTION

Vocabulary is an important aspect of language in which the students should learn and have in order to master a foreign language. Lessard-Clouston (2013:2) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It means vocabulary is not limited only for single words, but also phrases which contain more than two or more words.

Based on the pre-observation, it was found that the classroom activity was mostly teacher-centered. The teacher explained the learning material to the students. Moreover, in reviewing new words which had been found, the teacher ordered the students to make a note. However, some students did not exactly do what the teacher had instructed. The teacher faced a difficulty to attract whole students in recalling English vocabulary. Less interactive classroom and the use of conventional teaching technique make the students bored in learning process. At last, it may become the biggest obstacle for the students' to learn English vocabulary. The teacher also faced a difficulty to know whether the students have fully understood the vocabulary or not because of their passiveness during the teaching learning process.

In line with the facts, the researcher assumes that there should be a fun activity to prevent students' passiveness in the classroom and help them in memorizing, maintaining, and understanding the vocabulary which they have learnt. Nation (1990) states that if we can get students interested in playing with words and

language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest. This means that it is very important for the teacher to make the students eager to learn new vocabularies by using enjoyable teaching technique.

The researcher used Pictionary Game because it can be implemented to make the students interested in learning English vocabulary. Pictionary Game allows the students to be active in recalling English vocabulary by describing the vocabulary through their own drawings.

Pictionary Game is a guessing word game invented by Robert Angel with graphic design by Gary Everson and first published in 1985 by Angel Games Inc. (Ravulur, 1997). In playing Pictionary Game, the students have to make their own pictures or drawings based on the English vocabulary shown on card. According to Hinebaugh (2009:188-193), Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners; it can develop and reinforce any number of facts, figures, or concepts; Pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team; and it is well suited for developing specific grammar and vocabulary skills.

Fadhilah (2011) conducted a research to find out the effectiveness of Pictionary Game to facilitate students in learning English concrete nouns. The result showed that the value of t-test was higher than the critical value. Thus, it can be concluded

that using Pictionary Game is more effective than without using Pictionary Game in teaching concrete nouns. Another research conducted by Rhahima (2013) to find out the effectiveness of Educational Pictionary Guessing Game in teaching vocabulary. The first results of the analysis showed that EPGG was an effective medium to improve the students' vocabulary achievement. In the second results of the analysis, she found that there was also a significant improvement in vocabulary achievement between the students who were taught by using EPGG and those who were not. The questionnaire also showed that EPGG was really helpful for the students in learning English vocabulary since the result of questionnaire showed that EPGG could motivate them in learning vocabulary.

So, it could be considered that it was a good technique because the students were not only encouraged to work together in a well structure procedure but also use their critical thinking in guessing a word from drawings. Furthermore, the researcher is interested in investigating the study to apply Pictionary game as a technique of teaching vocabulary with aim in improving students' achievement in vocabulary.

METHODS

This study was a quantitative research which used one group pretest posttest design. This research was conducted at the first grade students of SMPN 1Way Tuba in academic year of 2016/2017. The research took one class through lottery technique as the sample of this research. The class was Class VII B consisting of 17 students. The instrument of this research was a vocabulary test used in the pre-test and post test. There were 5 meetings at this research. The first meeting was a pretest in which the students were asked to answer 40 questions. Then, the

other three meetings were treatments. In the treatments, the researcher applied picture game technique in teaching vocabulary. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' vocabulary after the treatments. In this research, the learning material was focused on things around us. The test was considered has content validity since the test of vocabulary represents the material that have been taught and chosen based on KTSP English Curriculum to the first year of junior high school. The students' scores of pre-test and post test were analyzed to know the students' vocabulary achievement before and after having the treatments. The data were scored by using scoring criteria for vocabulary adapted Tayler-Powell (1996). After scoring students' work, the data were analyzed by using *Repeated Measure T-test* to compare the data of two means score.

RESULTS AND DISCUSSIONS

Results

The result from the calculation by using *Repeated Measure T-test* (SPSS 16.0) shows the mean score of pretest result is 56.58 while in the posttest is 74.88 in which the difference is 18.29 points. It means that there is an improvement of students' vocabulary achievement after being taught through picture game. It can be seen from the following table.

Table 1. The Difference of The Students' Scores in The Pretest and The Posttest

Category	Pretest	Posttest	Gain
Total	962	1273	311
Mean	56.58	74.88	18.29

From the table above, it implied that there was an improvement of students' vocabulary achievement after being taught through Pictionary game. The improvement can be seen by comparing the mean score between the pretest (56.58) and the posttest (74.88). It meant that the hypothesis was accepted. It was also assumed that pictionary game gave contribution in improving students' vocabulary achievement. Nevertheless, before it was done, the researcher made sure that the data were taken from random, normally distributed, and homogenous sample. The table below shows the result of Paired Sample Test.

Paired Samples Test							
Paired Differences					T	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
1.82941E1	8.26714	2.00508	14.04355	22.54469	9.124	16	.000

The table above shows that the t-value was 9.124. Therefore, the t-value was higher than the t-table ($9.124 > 2.120$). In this case, it can be argued that the students' vocabulary achievement significantly increased after the implementation of pictionary game in teaching vocabulary.

Discussion

The researcher noticed that the students' vocabulary achievement was increased significantly. The students' works were better than their result in pretest. They showed their knowledge about a topic and stated the words clearly, since the students were taught how to visualize the word into a picture by using their own creativity. Pictionary game gives the opportunities for the students to remember

many English words by guessing the picture. The students did not find any difficulties in drawing the objects since the teacher taught them to focus with the pictures she had showed before they began to play the game. In guessing the words, the students were trained to be active and creative learners because they need to communicate well with their team in guessing the words which appropriate from the drawings. In addition, in playing the game, the players also chose sketches that will effectively communicate the association to the rest of their team. Therefore by using this game, the students not only get a lot of vocabulary but also they practice their creative critical thinking. It was in line with Hinebaugh (2009: 188-193) who states that pictionary game is well suited for developing specific grammar and vocabulary skills.

Furthermore, when the students had been introduced with pictionary game, they feel that they are learning English in communicative way. The teacher helped the students to remember English vocabulary without feeling any pressure because during the treatment, this game brought relaxation and fun for the students and created motivation for learners to participate actively in learning activities. In addition, before the students played the game, they were asked to complete the task about matching the words which would be related to the game. It means that the students were trained to drill the words. Therefore, by drilling the words it was easy for students to remember the words and increase their vocabulary achievement. This game also helped the teacher to create interactive classroom. This might be related to the statement given by Huyen and Nga (2008) that teaching vocabulary by using game is effective and can improve the students' vocabulary.

Referring the explanation above, it can be concluded that pictionary was an effective game. It can be stated that pictionary game can be used to improve students' vocabulary achievement. The result showed a positive impact in students' vocabulary progress. It was proved by the improvement of total mean score of the test before and after the treatment, that is 18.29.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Referring to the discussion of the research findings, the implementation of pictictionary game is helpful for both teacher and students. By using pictictionary game, it will be easy for the students to express the words because this technique provides opportunities for the students to use their creative critical thinking in guessing the words from drawings. So, it will help them to catch the words easily. Furthermore, the implementation of pictictionary game could improve the students' vocabulary achievement. It could be seen from the gain of the students' writing mean score in the pretest and the posttest (56.58 to 74.88) and the statistical report.

Suggestions

Referring to the conclusion above, the researcher suggest that English teachers implement Pictionary Game for teaching vocabulary, since it is more enjoyable for the students. Then, English teachers have to show some picture that will be learnt to activate their students' schemata. In addition, it is better to use whiteboard rather than paper in Pictionary Game. This will prevent any group to cheat with their teammates during picturing the vocabulary.

Furthermore, there are several suggestions for further researcher. First, it is suggested that the other researchers implement Pictionary Game in Elementary School, since this research was already done in Junior High School. Second, the other researchers can try to implement Pictionary Game in reviewing the vocabularies which have been learnt in listening or speaking activity.

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